

## STUDENTS AT FARMVILLE SUMMER SCHOOL



Farmville, Va., July 30.—The Summer Normal School opened here Wednesday with students numbering nearly 500, and the conductor thinks this number will be added to by more than 100 before the month is over. The officers and faculty of the institute are as follows:

J. L. Jarman, A. B., LL. D., president of the State Normal School, Farmville, director.

B. M. Cox, business manager of State Normal School, business manager.

P. A. Hodge, B. A., M. A., department of psychology and education, State Normal School, Farmville, general methods and educational psychology.

J. M. McConnell, Ph. D., Davidson College, N. C., American history and civics.

J. C. Mattoon, head of department of manual training, State Normal School, Farmville, manual training.

L. T. Stoneburner, Jr., professor of mathematics, Richmond High School, algebra.

Lila London, head of department of

mathematics, State Normal School, arithmetic.

Laetitia M. Snow, Ph. D., department of botany, Wellesley College, physiology and English history.

M. V. Rice, State Normal School, faculty, geography.

Mary C. Hiner, department of English, State Normal School, English grammar.

Wilhelmina London, department of English, Roanoke High School, literature and composition.

Salina Taylor, Agricultural High School, Manassas, agriculture and nature study.

Mary G. Tenneyson, supervisor of music, Richmond city schools, drawing.

Evelyn I. Rex, supervisor of music, Richmond city schools, music.

M. W. Halliburton, supervisor of primary grades in training school, State Normal School, Farmville, primary methods.

Alice Wildman, B. S., Teachers' College, N. Y., intermediate methods and school work.

M. K. Tallafiero, assistant librarian, State Normal School, Farmville, librarian.

## SUMMER SCHOOL'S RAPID GROWTH

(Continued From First Page)

each year in about 5,000 copies. These contain the speeches of such men as Dr. L. H. Bailey, of Cornell University; Dr. Stiles, of the United States Marine Hospital; Dr. S. A. Knapp, of the United States Department of Agriculture; Hon. J. D. Eggleston, Jr., State Superintendent of Public Instruction in Virginia, and many others. Each year the demand is so great for them, both in the United States and England, that the supply has never lasted over ten days after publication. They are used as textbooks in certain universities, notably that of Wisconsin, and they were republished last year in England by a prominent English publishing house.

## AUTOBIOGRAPHY OF TEACHER

(Continued From First Page)

scold the others till they hate the names of arithmetic, teacher and school, and all the things pertaining to that blessed trinity. This ceaseless see-saw is kept up in all the studies.

As you sit and contemplate the journey to the pole looks easy in comparison. There is a retinue of parents who have not caught the spirit of

modern civilization. "What is the use of all these schoolhouses, and teachers and books," asked one of my patrons, "when the preacher over here at Zion says that 'God doesn't care a rap whether a man knows anything or not, but he does care like sixty whether he is good or not.' Why, one of old man Sutherland's kids down here will stand a better show before the throne of God than the biggest scientist that ever was or ever will be, provided the kid is good; scientists don't amount to nothin' now."

I had read De Garmo's "Apperception," Page's "Theory and Practice of Teaching," Dewey's "Psychology," Sully's "Psychology," a bit of Aristotle, Plato, Froebel, Pestalozzi, and had gotten a peep at the writings of G. Stanley Hall and Colonel Parker. I had read many of the volumes in the International Educational Series. I had attended the Central Normal College at Danville, Ind., for one year, and was a subscriber to two school journals. I studied these books and journals religiously, for I was anxious to make the ideal straight. I found many inspiring passages in the literature. Very frequently I would run across passages emphasizing the sacredness of the profession—the biggest light at the foot of modern civilization—so I got to thinking that the teacher is "It," just as the preacher thinks they are "It," and the artist, the musician, the business man, and the farmer. When we attended the institutes the teachers were always chewing the rag about the awful lot of the teachers. I got to thinking that we were terribly abused; yet I thought, if it is as bad as they make it out to be, why in the world don't we get out of it? Still, I have always thought, too, that

"the fault is not in our stars, dear Brutus, but in ourselves that we are underlings." We have had enough about this preaching of class privileges. Let us put up our growling bagpipe and get right down to work and dig.

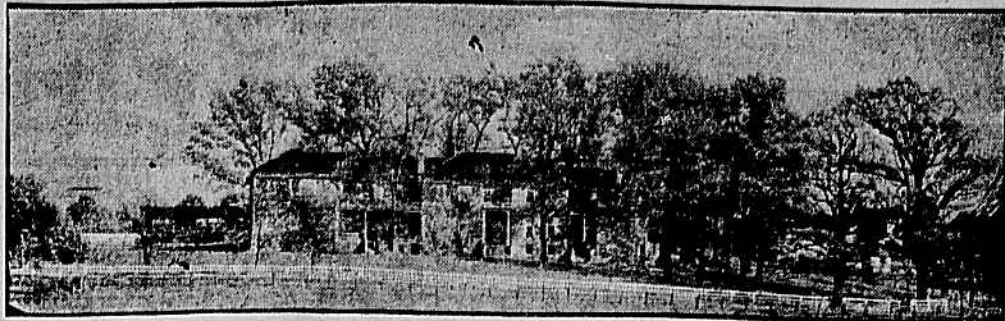
My great trouble seemed to be that I could not work out the things as smoothly as the books and the journals mapped it out. I was looking for mathematical precision in method, for the books and the professional "big guns" had led me to expect it. Some of the teachers in our township claimed that they had found it and they made as much noise about it as an athlete "chomping celery." At the township institute, which is pulled off once a month, these veterans would come around and ask us youngsters how we were getting along, and tell us more about their model schools. Then they would always insist that we take part in the discussions which were called for at the end of each paper, but a fellow couldn't have shot a word in with a cannon, even if he had wanted to.

These institutes cost money, but I never got a bit of benefit from them. Whenever I asked some of the others if they really were benefited, they would grin and say: "Yes, a little." As I got acquainted with the other teachers, I found out that, like myself, they were as limp as a rag in enthusiasm and were in it for the money—and that was all. There was no leader who was on fire with his work.

Things got darker to me that first year. It just seemed to me that we were confronted by all the developments in science, by the three R's, by the chimeras of speculation about how to teach; and we teachers felt that the child must become acquainted with all this mass of stuff and must

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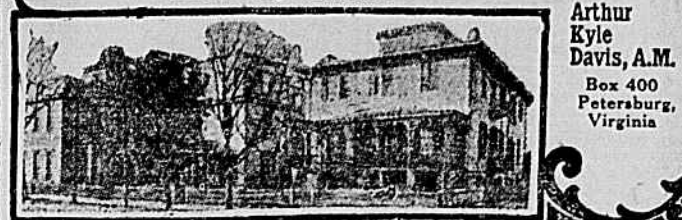
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